

## Graduation Matters Montana Matrix – June 2014

1. Establishing the GMM team and developing a common agenda					
Component	Emerging	Establishing	Refining	<i>Evidence to Look for</i>	Your Notes: Insights, Follow-Up, Etc
Creating the GMM team	Team composition is not yet defined, or consists primarily of a few school-based GMM champions.	Team members are defined and include a wide range of stakeholders (school staff, students, community, business). Roles and responsibilities of team members are not yet well-defined.	Team membership reflects a wide range of stakeholders (school staff, students, community, business), and the roles and responsibilities of team members are well-defined and understood.	<p><i>A GMM team member list exists, represents a wide range of stakeholders.</i></p> <p><i>Members are active in the development and implementation of GMM work.</i></p>	1. 2. 3.
Actively engaging student voice	Students who have insight into graduation challenges are not yet engaged in the team, and/or don't have defined roles and responsibilities.	Student members have clearly-defined roles and/or responsibilities and participate in a meaningful, on-going way to the development and implementation of the initiative.	Student members lead key components of the GMM initiative, and a selection/succession process is in place for recruitment and training of student members.	<p><i>There is a well-defined structure in place for student voice.</i></p> <p><i>Students actively participate during GMM team meetings.</i></p>	1. 2. 3.
Developing a shared vision for the initiative	A vision has not yet been established for the GMM team.	GMM team members are aware of and support the vision for the initiative.	The vision is regularly and consistently shared and supported throughout the school and broader community, and revised as needed.	<i>City council and the school board have passed resolutions in support of Graduation Matters.</i>	1. 2. 3.
Ensuring that decision makers are active on the GMM team	School administration is not active on the GMM team, meaning that the team must rely heavily on the authority of those outside the team for initiative implementation.	School administration is active on the GMM team, but community-based members are not organization decision-makers, meaning that the team must rely on those outside the team for school-community initiative implementation.	The GMM team includes active participation of decision-making authorities from both the school and the community, meaning that initiative implementation is readily accessible.	<p><i>Executive decision-makers are members of the GMM team.</i></p> <p><i>GMM team decisions are able to be implemented with minimal need for procedural approval.</i></p>	1. 2. 3.
Allocating sufficient resources	Minimal resources (staff, funding) have been identified or allocated to local GMM implementation.	Sufficient resources are allocated, although primarily school-based.	New resources have been received from community and business partnerships, external foundations, etc to support the initiative.	<i>Community-based volunteers are readily available for GMM activities. Community and business partners allocate staff time to GMM implementation efforts.</i>	1. 2. 3.

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Broadening partnerships to support the initiative over the long-term	The initiative has yet to establish key partnerships within the school and with the community and so longer-term sustainability issues are not yet being addressed.	The GMM team is functioning, has leadership and resources in place. The sustainability components (eg, leadership engagement, changes in policies and practices, allocation of resources, etc) are primarily school-based.	Key areas of focus of the GMM initiative are integrated into both school and community-based organizations, local partners help to support key areas of focus, and the team regularly addresses issues related to ongoing sustainability and innovation in implementation.	<p><i>Change in school and organizational leadership does not derail local GMM work.</i></p> <p><i>Key elements of GMM areas of focus are incorporated into the workplans of community &amp; business partners.</i></p>	1.  2.  3.
<b>2. Using Data to Develop and Reflect on GMM Strategies</b>					
Using baseline data to determine key areas of focus	Baseline data (eg, drop out and graduation rates, college-going rates) have not yet been identified, or have been identified by a small group of people, primarily school staff.	Baseline data has been identified and shared with the GMM team, and discussions have led to the identification of key areas of focus.	The GMM team has developed common baseline data measures in partnership with community partners – including community organizations, higher education, and local government programs.	<i>A community organization such as Big Brothers/Big Sisters includes graduation rate as one of their indicators, and accesses GMM data to report their progress.</i>	1.  2.  3.
Identifying specific outcome measures	Specific outcome measures (eg, reduced credit deficiencies, increased student engagement) have not yet been defined, or they have been defined by a small group of people, primarily school staff.	Outcome measures related to specific areas of focus have been identified and are regularly reviewed at GMM team meetings.	GMM team members can access their defined outcome data. This data is reviewed on a regular basis to acknowledge/share areas where progress in being made. Strategies not making measureable progress are retooled.	<i>A “community dashboard” of GMM-related data is shared with the community and reviewed on a semi-annual basis by the GMM team to determine next steps in GMM.</i>	1.  2.  3.

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<b>3. Implementing Research-Based Strategies</b>					
Component	Emerging	Establishing	Refining	<i>Evidence to Look for</i>	Your Notes: Insights, Follow-Up, Etc
Reviewing effective strategies	The GMM team has not yet walked through the “Community Solutions” worksheet in the GMM Toolkit to review effective strategies	The GMM team has reviewed the “Community Solutions” table with school and community members and has begun to identify priority policies, practices and program initiatives for their GMM work.	The team regularly reviews current and emerging research on effective strategies and incorporates innovation where needed and appropriate.	<i>Meeting agendas provide time for GMM team members to discuss current strategies and relevant research.</i>  <i>Key areas of focus are based on data analysis and research.</i>	1.  2.  3.
Coordinating approaches in key areas of focus	Key areas of focus are not yet identified, and so coordinating approaches is not yet “on the table”.	Key areas of focus are identified and are led by school-based staff. Community partners are aware of the key areas of focus, but are not active in the implementation of the plan.	Key areas of focus are well-established. A lead person is identified with each key area and – where appropriate – community and business partners are active in the implementation of the plan.	<i>GMM team action plans include roles and responsibilities for multi-organizational collaboration.</i>	1.  2.  3.
Reviewing and improving the effectiveness of the key areas of focus	The GMM team does not have a plan to regularly review and improve key areas of focus.	The GMM team has a plan to review the effectiveness of key areas of focus, but is not yet planning to reexamine the key areas of focus.	The GMM team examines and engages with program and student data. The team reviews current research, discusses strategies with GMM schools who work on similar efforts, and modifies, drops, or replaces programs that are not effective.	<i>GMM team review progress on key areas of focus on a semi-annual basis.</i>  <i>GMM team members participate in site visits, GMM webinars and Summit to share &amp; learn effective strategies.</i>	1.  2.  3.

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4. Engaging in Continuous Communication (“Promote, promote, promote!”)					
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Communicating about the GMM initiative in the community	Little communication is made to the community about the GMM initiative (eg, people are not aware that there is a GMM initiative in the community), or it is infrequent (eg, may have announced a GMM pledge event, but little has occurred since).	Regular, though episodic, communication occurs regarding the initiative. Community members are aware that there is a GMM initiative in the community. Events and stories related to GMM are regularly covered in the local press, are announced at community meeting, service clubs, etc.	The GMM team has a communications calendar, and regularly plans and executes proactive media related to the initiative. There is a high-level of awareness of the initiative in the community.	<p><i>A GMM communications calendar exists and is regularly updated.</i></p> <p><i>Print and television news coverage is regular and shared with the GMM community.</i></p> <p><i>Students and families receive regular updates on GMM work.</i></p>	1.  2.  3.
Orienting and engaging stakeholders	Minimal effort is made to engage stakeholders about the initiative (eg, vision, scope & goals).	New stakeholders are regularly recruited into the GMM initiative, and they are oriented into the initiative prior to engaging in specific key areas of focus.	The GMM team has an orientation presentation it regularly uses to engage and orient new stakeholders. The orientation is regularly updated to report on progress in the initiative.	<p><i>There is consistent participation in GMM team meetings, and the meetings are engaging and productive for participants.</i></p>	1.  2.  3.
Sharing progress and results with key stakeholders	Progress based on data is not yet tracked, and is therefore not yet shared with key stakeholders.	Progress based on student data is available, but communication about them with stakeholders is irregular and/or episodic.	The GMM team routinely communicates progress based on outcome measures to stakeholders. They also report and communicate progress and challenges on their initiative goals to the broader community at least annually.	<p><i>GMM updates are a regular part of school board agendas.</i></p> <p><i>GMM updates are included in school and community newsletters.</i></p>	1.  2.  3.